

AIM Discussion Guide - Accessibility Considerations

Student name:	
Types of instructional materials:	
Reading history:	Example: How has the student done on past FCAT Reading assessments?
Accessibility considerations:	<p>Content (does the reading level, language, vocabulary, etc. need to be adjusted)</p> <p>Structure (does the layout need to be altered, main ideas highlighted, outline added, etc.)</p> <p>Presentation (does the visual, physical, auditory presentation of the information need to be adapted)</p>



Accommodations

These are a selection of accommodations that relate to accessible instructional materials. Highlight the accommodations that you feel this student may need. Remember to consider instructional materials for reading, math, and science.

The accommodations in italics are allowed accommodations for the FCAT as well as the classroom. Students with certain disabilities may have accommodations unique to their disability (e.g. braille).

Visual Formats

- ♦ *Large print instructional materials, large print tests, answer documents, math and science reference sheets*
- ♦ Sign language to accompany text for beginning readers
- ♦ *Sign language presentation of math and science items and writing prompt*
- ♦ *Sign language for directions to all FCAT tests*
- ♦ Closed captioning
- ♦ Descriptive video

Tactile Formats

- ♦ *Braille instructional materials, tests, answer documents, math and science reference sheets (to match large print)*
- ♦ Refreshable Braille display
- ♦ Nemeth Braille code
- ♦ Tactile graphics
- ♦ Real objects



Auditory Formats

- ♦ *Oral presentation of math and science test items and writing prompt*
- ♦ *Auditory presentation of materials for students who cannot physically access print, large print, or braille materials*



- ♦ Recorded books
- ♦ Screen-reader text-to-speech
- ♦ *Screen-reader for computer based math and science tests*
- ♦ Equipment with auditory output

Visual Enhancement

- ♦ *Magnification devices*
- ♦ *Computer screen magnification*
- ♦ *Video magnifier*
- ♦ *Reduced glare or direct lighting*
- ♦ *Minimized visual distraction*
- ♦ *Colored transparencies or overlays*
- ♦ *Highlighters to mark key words or phrases*
- ♦ *Straightedge or blank cards to help with visual focus*
- ♦ *Increased spacing between instructional/test items, fewer items on each page (adapted formatting is a unique accommodation when requested for high stakes testing)*
- ♦ *Card with cut-out window*
- ♦ *Ruler or reading guide*
- ♦ *Tilt-top desk*
- ♦ *Positioning tools (book stand or page holder)*
- ♦ *Materials to secure work*



Word Recognition

- ♦ Leveled books
- ♦ Digital text w/ audio feedback or word meanings
- ♦ Portable scanning device
- ♦ Personal word list
- ♦ Repeated reading



- ♦ Sample problem or task
- ♦ *Monitoring*
- ♦ *Verbal encouragement ("keep working," "make sure to answer every questions")*
- ♦ Uncluttered and clearly organized material
- ♦ Visual cues

Comprehension

- ♦ Preview of vocabulary or key points
- ♦ Advance organizer
- ♦ *Highlighters to mark key words or phrases, main ideas, or supporting details*
- ♦ Text with structural cues (header, sidebar) and summary, outline, or key questions
- ♦ Digital text with structural cues (header, sidebar) and summary, outline, or key questions
- ♦ Digital text w/ word meanings
- ♦ Hands-on activity, picture, or diagram
- ♦ Study guide



Mathematics

- ♦ *Math Windows*
- ♦ *Abacus*
- ♦ *Adapted calculator*
- ♦ Tactile tools & materials
- ♦ Chart of math facts
- ♦ Concrete materials & manipulatives
- ♦ Graphic organizers, flow charts, T-charts
- ♦ *Gridded paper and gridded response instruction sheets*
- ♦ *Math and science reference sheets with embossed graphics*
- ♦ Concrete models
- ♦ *Real coins to access the print representation of coins*
- ♦ Visual representations



Following Directions

- ♦ Signal or prompt
- ♦ Self-instruction and self-questions
- ♦ Directions w/ pictures or diagrams
- ♦ Copy of directions
- ♦ *Directions repeated, summarized, or clarified*
- ♦ *Opportunity for student to paraphrase or repeat directions*
- ♦ *Sign language interpreter to interpret oral directions*
- ♦ *Copies of directions from the FCAT test administration script*



Organization of Space & Materials

- ♦ Compartmentalized storage container
- ♦ Diagram for storage of materials
- ♦ Checklist of required materials and tools
- ♦ Color coded binders and folders
- ♦ Limited amount of materials available to student
- ♦ Access to materials outside of class



The accommodations above are taken from the resources listed below and do not represent all of the accommodations a student may need. Please refer to these books for complete information on accommodations for students with disabilities.

Beech, M. (2010a). Accommodations: Assisting students with disabilities, Third edition. Tallahassee, FL: Florida Department of Education.

Beech, M. (2010b). Guide to FCAT and FCAT 2.0 Accommodations for students with disabilities, Second edition. Tallahassee, FL: Florida Department of Education.

How could you, if possible, provide the needed accommodations for each of the following media types?

Print Materials:

Digital Materials (pdf, digital files, word processing, spreadsheets, etc.):

Web-based Materials (web sites, twitter, facebook, etc.):

(e.g. if the student needs color overlays how could you provide the appropriate color overlays for print, digital, and web based materials)

What accommodations would be needed for the following?

Instructional Environment: classroom, library, science lab, computer lab, etc.

Instructional Materials: textbooks, books, hand-outs, video, audio, etc.

Instructional Assessments: quizzes, classroom tests, EOC exams, FCAT, etc.

What assistive technology does this student need?